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ABSTRACT

The Haaren High School Professional Services Center (PSC) in New York City was designed as a necessary support system for the reorganization of a large high school into a mini-school structure designed to increase the personal quality of school for each student without a change in the existing building or staff. PSC was designed to enable teachers to develop curriculum, establish and maintain a resource file, and utilize audio-visual resources in vitalizing curriculum, as well as in teacher self-evaluation and training. The objectives included improvement in student attendance, achievement, participation in all school activities, and better student-teacher relationships. The evaluation goals were chosen to determine the extent to which the project was implemented and the reactions of the personnel involved in the project. Interviews with questionnaires were used with key personnel. Interviews with the assistant principals at the school, all of whom had been subject area supervisors revealed that in the transition from their previous, direct supervisory role to one of administration and consultation they were experiencing operational difficulties, tension, and feelings of insecurity. Teachers had mixed reactions to the helpfulness of the newly developed curricula in meeting the needs of students. It was recommended that the program be continued pending the outcome of an evaluation which would incorporate the achievement test results of those students whose teachers were active program participants. (Author/AM)

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FINAL REPORT

B/E #09-33607

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Title III ESEA Project "Haaren Mini-School Complex: Professional Development" (Professional Services Center)

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An evaluation of a New York City school district educational project funded under Title III of the Elementary and Secondary Education Act of 1965 (PL89-10) performed for the Board of Education of the City of New York for the 1972-73 school year.

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FINAL REPORT - 1972-73

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Function No. 09-33607
School Year 1972-73

I. PROGRAM DESCRIPTION

The Professional Services Center (PSC) was conceived as a necessary support system for the operation of the Haaren High School Mini-Schools which antedated the PSC by about a year. The support which would be needed in reorganizing a high school of this size without a change in existing building or staff would be the creation of relevant curricula for each mini-school, so that each student involved would feel that the total time he spent receiving instruction would further his personal goals. In some mini-schools this would require a change in the relationship between the vocational and academic components of the student's educational experience. Student participation in the new evolving curriculum and in the day-to-day aspects of the school had to be incorporated in order to make the new program vital and the mini-schools optimally functional. In order to develop such a total program within this reorganization, the staff needed time. Therefore, the curriculum development with its accompanying teacher resource center evolved.

In the newly conceived organization, the patterns of supervision are shifting in that departmental chairmen have become the assistant principals of the mini-schools and with the development of vocational and academic curricula which relate on an individualized basis for each student, subject area supervision is being somewhat replaced by a consultative relationship between the teacher and the PSC.

As a handmaiden in increasing the vitality of instruction through its appeal to more than one sensory modality, the video tape was to be used because of its potential for the student who was not primarily oriented to reading. Through his involvement in the preparation of the

devices through which he is taught, it was hoped to increase his responsiveness in learning.

Video tape was also conceived of in the total plan as a device for teacher training through planned self-evaluation. It is also expected to be used to familiarize the staff with the resource services which actually exist in the school.

II. PROJECT OBJECTIVES

The results which are eventually expected include an improvement in student participation in all school activities, in student attendance, in student achievement and throughout all this as a sustaining theme, a marked improvement in student-teacher relationships, so that more positive attitudes towards learning will result.

The video tape component is expected to develop student competence in video. This competence will include the use of a porto-pak, a recorder, a sound mixer and an editing deck. Some students will be able, because of this program, to operate and use an 8 mm. camera. This student competence will be utilized in further support and enrichment of curriculum units, student activities and school-community relations.

III. EVALUATION OBJECTIVES

Phase 1 of this project concerns itself with the reorganization and retooling of a total staff in a large high school. The plan of the initial evaluation design was based on the assumption that results of the implementation would be available in the form of impact on students.

Representatives of the Title III Program Section of the Division of Evaluation of the New York State Education Dept. visited the project site the week of April 2nd, 1973. They determined in a subsequent conference with the evaluator on April 5th that the design which was developed in December, 1972 would now have to be modified. The modifications would have

to be based upon the fact that the goal of teacher development could not be readily reached, as this the first year of the project had been a time of implementing process. In the implementation of process some of the long-term goals of the program changed. The magnitude of this reorganization is such that the impact on individual students or groups cannot readily be seen as of this date, partly because there is a problem of identifying which students have been affected and how much exposure each student has had to the newly implemented plan.

Therefore, the evaluation goals are modified to the following:

1. To determine the extent to which the project has been implemented.
2. To assess the reactions of personnel involved in the project.

Method and Procedures: On-site visits were made by the project evaluator and interviews were conducted with all the assistant principals, including those appointed and those serving in an acting capacity. Interviews were conducted with many of the teachers who were said by the project director (who was himself an assistant principal) to be both positively and negatively involved. A questionnaire was designed on the basis of the teacher interviews and sent to every teacher reported by school personnel to have had involvement with the PSC in one way or another. Interviews were held with selected students who had been actively involved with the PSC program. The principal of the school was interviewed.

IV. FINDINGS

Observed Implementation of the Project: The fall and spring components were housed chiefly in one section of a floor at Haaren High School which was conveniently located for teacher browsing since it neighbored the faculty cafeteria. On several visits of the evaluator, teachers were seen to be busily engaged in

curriculum writing around a table in a conference room. Certain periods of the day were programmed for those who wrote curriculum and for those periods they were relieved of ordinary teaching duties. An office was provided for each of the co-directors (in the fall term two assistant principals served together in this role) and a secretary was provided for them. Another room was used as a resource center and teachers frequently were seen there looking up charts, maps, books and other resource materials. Still another office and a huge, barn-like green room housed audio-visual equipment, including video tape. However, it must be noted here that the video tape equipment did not arrive until long after the program had begun. Still another office was provided for the educational technologist of Haaren High School's Open Channel Video Project. It was easy for the evaluator to hold a conference with project personnel at any time using one of these rooms.

Six full teaching positions were reimbursed with Title III funding throughout academic 1972 to 1973. These positions were used to hire substitute teachers, most of whom were familiar with the Haaren Program, who replaced a number of teachers who could then be released for curriculum development and the video tape teacher training program. During the fall term 12 teachers who were thus released gave part-time services to curriculum writing and in the spring term this group numbered 13. These released teachers, besides writing curriculum,field tested it and also contacted other teachers who shared in the field testing, although they did not have any released time.

Four persons were released during the fall term and six during the spring term, utilizing two of the funded positions, for the purpose of participating in the video tape teacher self-evaluation program, otherwise known as the teacher trainer program.

One school secretary was provided for by Title III funding both terms.

During the spring term a position for an audio-visual aide was provided for by Title III funding.

The Board of Education established a contract for the provision of an audio-visual educational technologist who was there both terms. During the spring term his services were supplemented under the same contract by a video instructor. The Board of Education was reimbursed for this contract with open channel by the New York State Education Department Title III funding.

Two full assistant principal positions used in the administration of the PSC were provided completely by the Board of Education. All the personnel involved in the funded and non-funded positions were observed, contacted and/or interviewed at least once during the year by the evaluator and appeared on the basis of these contacts to be functioning as the funding allowed.

The implementation of the video tape component was observed on several occasions and discussed on interview with the educational technologist.

On one occasion the evaluator observed the video taping of a conference given by the principal of the school, on a current piece of journalism which involved the Haaren Program. The same students who were involved in the interview of the principal and the video taping participated in interviews with public figures away from the

school. The video tape which resulted was shared with other students and faculty at a later date.

On another occasion the evaluator observed a party sponsored by Open Channel to give recognition for student achievement in the video tape medium.

Interviews with the educational technologist revealed that a number of teachers had learned how to use the video equipment and begun to think of creative ways of using it in their teaching. He cited some examples:

1. A unit on the mayoralty election was developed by an English teacher and a social studies teacher, who worked cooperatively to develop skills in written and spoken English and impart knowledge of the mechanics of a mayoralty election.
2. A science teacher used the video unit to develop tapes at the Museum of Natural History when she took the class to the museum. She taught further lessons with the tapes as illustration and other teachers in the same subject area found her tapes useful as well.
3. An English teacher used the development of TV commercials to get his students motivated to think about how these commercials are formulated and what they are intended to communicate. English was learned when the students wrote their own commercials, read the script and did a great deal of spoofing in the process.

Interviews with Assistant Principals: The comments of three assistant principals, two of them regularly appointed, appear to question the need for curriculum development as such. One who felt that the curriculum developed in his mini-school was good but thought that the teacher who did it would have done it even if there had been no PSC

and that therefore the Center in and of itself had little or nothing to contribute. He further commented that there are already curricula developed and that curriculum adaptations in his mini-school are usually made by each teacher as need dictates. Another said that in his mini-school there were pre-established courses which had been recently developed for "manpower" and that therefore additional major curriculum writing should not be needed at this time. In addition, the comment was made that the Professional Services Center is really not able to produce curriculum in all areas.

The question of one assistant principal was "why do we have to invent the wheel every few months."

All four of the regularly appointed assistant principals and two of the four acting assistant principals spoke of the dilemna they faced as supervisors.

The feeling was that there was "value" in the PSC "if it were not so isolated" and "if" a teacher could be assigned to maintain communication between each mini-school and the Center.

One assistant principal saw the relationship of the PSC as "administration without clearly defined roles" and spoke of the need for mechanics of working out the lines of responsibility and the development of new guidelines and behavior patterns.

That the regularly appointed assistant principals felt their authority was being threatened as such came out in comments such as:

The lines of authority are blurred.

There is chaos rather than a delegation of duties and responsibilities.

The assistant principals do not like the situation.

There is a never never land where no one is responsible to anyone.

Teachers have no respect for the acting chairmen who are not chosen by the merit system.

If I am given a job, I like to take the responsibility.

Others mentioned problems of communication and the plight of the teacher who was thought by some assistant principals to be confused as to the role played by the supervisor and the PSC. It was mentioned that the teachers should talk to the assistant principals as well as to the PSC in order to have a closer liaison. Teacher confusion is reported as to whether one is"to go to the PSC or the assistant principal." There was much feeling that teachers working in curriculum should work directly with the assistant principal. One interviewee stated that some teachers are less structured than others and like a curriculum prepared for them "ready made". Others are more structured and have their own. (curriculum).

Some criticism was leveled directly at the structure and functions of the PSC. One assistant principal mentioned that what had been seen by him as a previously adequately utilized and maintained resource center for teachers which contained files of pictures, films and maps in a subject area had been sent to the PSC resource center. Some teachers apparently missed having it in its former location.

A comment was made that the real problem is that teachers do not know what is basic in classroom procedures and hopefully search for other things to do, that is (PSC).

Three of the four acting assistant principals and two of the regularly appointed assistant principals had comments on operational procedures. One pointed out that special education, for example (CRMD) has its own curriculum.

Another complained that teachers were assigned to write curriculum for a mini-school to which the teacher was not assigned.

One teacher wrote a curriculum for a mini-school in which he was teaching but in the spring term when teachers were reshuffled he was in another mini-school. In another instance the person who developed the curriculum in the fall was no longer in the school in the spring term.

One curricula for a particular shop program in another mini-school involved equipment which did not come in time.

Another reason offered to explain why curriculum which was produced in the fall was not used in the spring was the possible rivalry which arises between the teacher who produces materials and the teacher(s) using materials. Further there appears to be a lack of adequate field testing of materials produced.

A suggestion was made that only experienced teachers should be asked to provide curriculum which the assistant principals can then revise.

A favorable comment was made that the curriculum in one particular mini-school was highly successful because the teacher who developed it was chosen by the assistant principal in terms of the teacher's skill in the area. The assistant principal further commented, "it (curriculum) is only as good as the person assigned to develop it."

Three regularly appointed and three acting assistant principals complained of difficulties in the program for which they could find no remedy during the current academic year.

One of them spoke ruefully of the past when "one could have a career at Haaren, but now one is caught up in meetings and paper work which do not increase the personalized quality of the school." Another saw the PSC in the role of creating positions, "more and more work and intrusions." One said no curriculum had been written for his school in the fall and that it was too early to tell what would happen with the efforts in the spring term. One said that his mini-school did not get "much benefit from PSC" and another stated that there was no "direct way it had been helpful" while still another thought the curriculum had not been used and saw the enterprise as a waste of time. Another felt that his mini-school "should have had more help from the effort put into the PSC by the teachers assigned to produce curriculum."

One commented that the teacher should not be taken out of the classroom: "it is a disservice."

Two comments were made as to the lack of experience on the part of the teachers assigned to PSC. One said that the inexperienced teachers need classroom management and should not be used for an experiment. The other thought the curriculum writing was a confusing task for the inexperienced teacher and that those who had been underprogrammed in order to work at the PSC should have been the more experienced.

Three assistant principals, two of them in an acting capacity, commented on the interrelationships of the PSC, the assistant principals, and the mini-schools. Comments were as follows:

1. There is a need for a stronger connection between the life of the school and the PSC.
2. The PSC goes its own merry way. It is not receptive to or aware of the needs of the particular mini-school.
3. The PSC is a closed corporation and is not receptive of suggestions from assistant principals.
4. There is an amount of overlap between the old and the new curriculum.

The assistant principal who commented on the amount of overlap cited the fact that two separate curricula had to be developed without crossing the lines between two which were somewhat similar and that had he been consulted, the overlap might have been prevented.

Four assistant principals, (one of them in an acting capacity) made comments which suggested tension and insecurity in the assistant principal role. At the time of these interviews there were four regularly appointed assistant principals and four acting assistant principals.

Much of what these persons said is related more directly to the role of the school on a mini-school basis than it is to the role of the PSC as such but the author of each comment related his feelings of dissatisfaction as well to the PSC. One summarized it by saying that "subject departments as such had not been replaced and that therefore the assistant principal's morale was involved." He explained this by saying that "one's feelings of competency are involved in that formerly the work performed had been in the chosen field." Another cited that there is tension between acting and licensed assistant principals and stated that the lower pay and the need to please those in authority contributed to the insecurity of the acting personnel. Another commented that "licensing had become of no significance." The more direct threat posed by the PSC was expressed by one who said its job "could be done well on a departmental and subject area basis." A similar comment was made by still another assistant principal who saw in the PSC an attempt to take over the job of the subject matter assistant principal's. One assistant principal stated flatly that the PSC is "viewed by many as trying to run the school."

It would appear that more of the regularly appointed assistant principals feel threatened by the changes than the acting ones for whom these changes, whether they be due to the mini-school reorganization and/or the establishment of the PSC and represented a chance to act in a supervisory position.

Two assistant principals, one of them regular and one of them acting, commented on faults they experienced in the curriculum itself. One complained that the curriculum was supposed to have been related to spring term shop but was not. The other complained of the amount of overlap with the old curriculum and stressed that the level of language and

reading used in the new curriculum was too difficult for the students. Teachers from his mini-school were assigned to develop and implement curriculum which was tried but because of its difficulty was not capable of implementation.

Three assistant principals, two of them regularly appointed, cited positive aspects to the program. One appreciated the fact that "someone was given time to write curriculum and time to plan materials, especially video tape materials." He further stated that the curriculum which was written was good and that it "gave a focus around which you can stimulate interest in subjects."

Another assistant principal (in an acting capacity) stated that the PSC was very helpful but pointed out that the teacher assigned to develop curriculum for his mini-school spent many hours with him "to check out what he was doing -- and we now have useable curriculum because of the assistant principal's input." He further pointed out that both he and the teacher worked on their "own time."

The third assistant principal commented positively on the development of a career guidance curriculum in his mini-school in the spring, 1973 school term. He thought that "important new directions" had been taken and that there was "consciousness raising for students who had not thought of themselves as potential workers." He also thought "a good piece of work" had been done in a sequential program in language development. He stated that it "helped organize and focus on aids in lesson planning and also aided the professional growth of the teacher who developed the curriculum."

Two regularly appointed and two acting assistant principals commented on the video tape unit's involvement with their mini-schools.

The video tape unit was used as an aid in teacher self-evaluation and also as a curriculum aid.

Four assistant principals commented on the teacher self-evaluation aspects of the video tape unit and saw the methodology as a major problem. This program which was known as "Guided Self-Analysis" was criticized for lack of structure. To be more useful it was felt that the teacher should have a guide which is worked out with their own assistant principal as to what the teacher should be looking for in watching his own tapes. One suggested that there be sessions prior to the opening of the school term for the development of teacher guidance and teacher readiness for a video tape self-evaluation. Two assistant principals commented on teacher reticence explaining that because the teacher fears it might be used against him or her, the tape may be erased. On the other hand this same assistant principal thought "everyone should go through it." One assistant principal simply commented "the video does not help: so sad."

The equipment for the video tape, according to one assistant principal was not delivered until after Thanksgiving, thus making it difficult to develop programs sufficiently early in the fall term for there to be effectiveness.

Two assistant principals felt that during the current academic year the video tape unit had functioned with too much autonomy and was not responding to the needs of the school, primarily because the person who was responsible for its operation was not on the school payroll, was in fact paid by Open Channel and did not carry line responsibility to an assistant principal.

Three assistant principals, two of whom were in an acting capacity, made direct suggestions for improving the program; the suggestions made were:

1. Professional Services Center be more responsive to immediate needs and develop shorter more useful curriculum.
2. that a subject area specialist should be the one who supervises curriculum writing;
3. that teachers be found who are willing to teach the curriculum that is written;
4. that more time and effort should be devoted to mutual feedback between teacher and curriculum developer.
5. and that in support of 4, there should be more after-school conference time to provide for this.

Teacher Questionnaire: Forty-eight teachers were actively involved in PSC activities in 1972-73. During the fall term the participation of three of these teachers was limited to video taping other teachers. In the spring term four additional teachers were involved only in video taping other teachers. Two additional teachers who in the fall had been involved in developing and testing curriculum, limited their activity in the spring term to video taping other teachers. Forty-one teachers were involved in developing curriculum and/or field testing curriculum and/or participating in the video tape teacher self-evaluation program. Of the 48 teachers, 21 returned questionnaires; 19 on the first mailing and two on the second mailing.

Twelve of the 48 program participants worked in the College Bound Mini-School and 36 worked in all the other mini-schools combined. Nine of the 12 College Bound or 3/4 of College Bound teachers responded and 12 of the 36 or 1/3 of the other teachers responded. The questionnaire

and the distribution of answers with the categories "Strongly Agree," "Agree," "Disagree," "Strongly Disagree," and "No Response," appears in Appendix A.

To the questions on the ease with which the curriculum package could be followed with Haaren students, its helpfulness as a supplement, its completeness in meeting the needs of students without many modifications and its degree of suitability for Haaren students, there is a mixed response. Although more teachers tend to "Agree" with these statements than "Disagree," the category of "No Response" is large. Therefore, no clear-cut pattern emerges.

Only two teachers agreed that the PSC curriculum package had improved attendance in their classes, while six disagreed with that and there were 13 who did not respond. Three "agreed" that attendance is better in their classes if they don't use the PSC curriculum while five disagreed and for 13 teachers there was no response. There was overwhelming agreement that teachers who develop syllabi under the auspices of PSC should have special training, specifically in curriculum development. There was mixed feeling as to whether teachers should be freed from their other assignments on a full-time basis for curriculum writing with seven agreeing, seven disagreeing and seven giving no response. There was overwhelming agreement that teachers who develop curriculum should be selected on the basis of their competence in the area in which they teach; only one teacher disagreed with these and only three did not respond. However, 11 teachers agreed that those who develop curriculum should be selected from among the volunteers and only four agreed that teachers who develop curriculum should be picked on the basis of availability without regard to special qualification so that there is a democratic rotation and there is input to syllabi from a variety of teachers. Fourteen disagreed with this concept and three did not respond.

More teachers thought that the selection of curriculum developers from among their ranks was made on the basis of availability than thought selection was based upon competence.

Teacher awareness of the availability of developed curriculum would be necessary for the curriculum to be used. Thus all the teachers who participated in any way in the program sponsored by the PSC were questioned as to their awareness of curriculum availability in each of the 20 developed curriculum areas. The responses may not adequately reflect curriculum usage because a teacher might be aware of the development of a curriculum and/or other areas and this awareness does not mean he uses it. Of all the curricula developed, the College Bound writing skills was the best known to all teachers; 16 responded that they knew of its availability and only nine teachers on the College Bound staff had responded to the questionnaire. College Bound sequential reading was also well known. Careers Science, Careers Math, Careers Mini-School Exploration and Careers English, as well as the ESL English could be categorized as well known. Aviation Related Science, Audio-Visual Shop, Aviation Related Tech and Careers Social Studies were also comparatively well known curricula.

Eight teachers agreed that there had been feedback to curriculum developers from the teachers using the curriculum in the fall semester; five disagreed,eight did not respond. When asked in what areas they knew feedback had occured, there were 14 replies: four were aware of feedback in the College Bound English Program, and four were aware of feedback in the Careers Mini-School. One was aware of feedback in Aviation Related Tech. Three of the respondents said there had been no feedback of which they were aware and one pensively commented "not yet".

While the teachers agreed on the whole that space is provided for curriculum users to confer with each other and with the developers of curriculum there seemed to be a lack of regularized time for feedback, although a majority of the respondents indicated that it would be possible to arrange school session time.

While ten of the respondents indicated that they had used the curriculum and recommended modifications, only four thought these recommendations were regarded seriously and only two opined that their recommended curriculum modification is now being tried out by someone else.

Nine of the respondents agreed that the syllabi developed in their subject areas were practicable, suitable and of interest value to high school students, while five disagreed with this and seven did not respond at all.

The correlation of syllabi with shop courses which appear as of the spring, 1973, there have been an area where much still needs to be done.

Very few teachers responded at all to the questions on the use of PERT.

Only six teachers agreed that the PSC gave them a chance to be heard by the school administration while 11 disagreed and four did not respond at all.

While five saw the value of PSC in easing the adjustment between teachers and students, eight disagreed and eight did not reply at all.

Only two agreed that PSC has had a positive effect on faculty turnover, while 11 disagreed that the turnover is lessened. However, only two agreed that PSC is related to an increase for faculty turnover and nine disagreed. An overwhelming majority of 18 teachers agreed that a PSC is needed at Haaren High School, none disagreed and only three did not respond to this

item. Seventeen teachers agreed that a new and evolving curriculum is needed at the school, one disagreed and only three did not respond.

Eleven teachers favored the use of group process in the development of curriculum, as opposed to development by individuals working independently.

Teachers were questioned about the need for modification in basic subject areas, so as to enhance the future employability of students. An overwhelming majority felt that there is still a need for the development of curricula which will motivate the non-College Bound students to mastery in basic subjects. Only two teachers disagreed with the statement that Haaren students "give up" because they have trouble reading textbooks. No teachers disagreed with the need for syllabi in remediation which uses parallel but alternate material. Twelve teachers agreed that programs which use selected students to tutor others who need remediation are effective with boys like those who attend Haaren; four disagreed with this concept, and five did not reply at all.

Only ten teachers agreed that the decision to use PSC developed curriculum had been completely voluntary, while seven disagreed and four did not respond. Ten teachers agreed that they use it and would like an opportunity to discuss it with its developer, 14 who use it would like a chance to discuss it with other teachers who use it and 11 teachers would like conferences among themselves with the curriculum developers.

There was no disagreement with the willingness to use PSC curriculum if opportunity were provided to discuss it fully with its developers and 16 teachers agreed that at least five periods a term would be allotted for PSC curriculum discussion. Thirteen teachers agreed on the value inherent in the development of a correlated curriculum in social studies and English.

Fifteen teachers agreed that they wanted to "tell someone" that the curriculum was "too hard," "too easy" for students or in some other way did not meet their needs. Only two teachers disagreed with this concept and only four did not reply. Twelve teachers did not respond to a question involving the form of PSC curriculum; six agreed that while the form of PSC curriculum is good, useability would depend upon the content being different. There were many write ins on the value of PSC curriculum "if":

There were enough supportive materials
The work plan was not too difficult for the students
The curriculum developers would work more closely with teachers
There would be workbook with practice problems
There would be material of a task completion nature to reinforce learning objectives
There were focus on student deficiencies in basic schools
The teacher cculd spend more time with the developer of curriculum
There was more attention paid to the interest and motivation of the student
It were constructed by teams of successful teachers

An English teacher in the College Bound Mini-School commented, "an experienced person in curriculum development who can take into account the ideas and suggestions of other teachers in their field should be used and once the curriculum is developed it should be used."

The final section of the teacher questionnaire dealt with the use of video-tape as an adjunct in guided teacher self analysis.

The responses were divided to distingush among those who had been non-participants, those who had been video-taped in their classrooms and those who did the video-taping of others.

The 12 teachers who had been video-taped in their classrooms were in agreement that seeing a lesson on video-tape enables the teacher to see things about students which can escape notice when one is actively involved in giving a lesson. Such student behavior might be writing with the left hand but holding his book as though he uses his right, as did the

one respondent who had done the video-taping of others.

Only five of the 12 agreed that the more experience you have with video-tape of your lessons, the more it can aid you.

There was agreement among ten of the 12 and the teacher who did the video-taping of others that the technical skill of the video-tape operator in selecting where to play the camera at different parts of a lesson can make or break the usefulness of the medium for the teacher. For example: The camera should not play at random but should focus on teacher-presentation and then immediately on pupil gestural and oral response.

The same agreement was expressed on the importance of the angle shots in that a great variety is necessary of left, right angles and close-up shots. Similar agreement was seen in that there can be an emphasis on favorable or unfavorable aspects of the class reaction to the lesson.

Eleven of the 12 and the respondent who did the video taping agreed that the sound quality can enhance or impede the usefulness of the video tape in teacher self-evaluation.

Only four of those who were video taped and the respondent who did the video taping, agreed that it is not possible to video tape an ordinary classroom lesson, in that one must plan and design the lesson with the technician in terms of the camera, just as a script writer plans for the medium. Seven of the 12 disagreed with this.

Ten of the 12 who were video taped and the respondent who did the video taping, agreed that with sufficient experience, knowledge of lesson planning in terms of the video camera will become a second nature skill and along with the respondent who did the video taping, seven agreed that if such lesson planning became a skill, with experience the device would be a help to the teacher in reaching students more meaningfully.

Seven of those video taped agreed that the medium is not as helpful in improving classroom skills as would be the more traditional classroom observation by a supervisor. Two, as well as the respondent who did the video taping, disagreed with this and three teachers did not respond at all. One wonders if they have conflictual feelings in this regard. Nine of those video taped felt the process changed student behavior but the respondent who did the video taping disagreed, although this respondent did agree that the medium changes the teacher more and was joined by eight of the 12 in this agreement. Only four of those video taped and the respondent who did the video taping agreed the first time one's lesson is video taped can be very upsetting, while seven of those video taped disagreed with this statement. Eleven of those video taped and the respondent who did the video taping agreed however that the self-consciousness of the teacher diminishes with exposure. Seven of those taped agreed with the statement that "one always worries about the image one is projecting which the camera picks up" and so did the respondent who did the video taping, while four of those taped disagreed with this.

Interview with the Principal of the School: In addition to reviewing the historical basis for the establishment of the PSC and its expected outcomes in the areas of personalized curriculum development, vitalization and personalization of instruction for the student through the use of video tape and the retraining of teachers to operate under a different structure. In enabling teachers to adjust to a reorganization of such magnitude, the principal stressed that video tape would be additionally used to familiarize the staff with the support services which actually exist in the school, such as the availability of personnel loaned by business who are in fact resource people useful in establishing contacts between the students and

the business community. Video tape is also expected to be used in non-planned teacher self-evaluation. In discussing staff reactions to the PSC, the principal pointed out that an effort had been made in the spring term of 1971-72 to select teachers for curriculum development on the basis of a general evaluation of the teacher's ability in the specific curriculum area. Further, each assistant principal had listed the area in which curriculum development was needed by his mini-school. However, the funding for the project came very late in the fall term and prior to the funding all teaching programs had been established. Therefore, it became a matter of selecting those who had the time to be assigned rather than those who would be recommended. Thus, some so assigned were indeed inexperienced.

The principal expects that the patterns of cooperation between the PSC and the assistant principals will improve in the near future because at the present time the teacher who develops curriculum is expected to check with the staff of the mini-school, the assistant principal involved in the mini-school, as well as with the subject area assistant principal. It is also now incumbent upon the teacher using curriculum and those developing it to schedule feedback sessions at least once a month in their weekly 40 minute free period. To further enhance the availability of the curriculum developed in PSC, there will be rexographed copies of it available to all.

Interviews with Selected Students: The students selected as interviewees by the PSC program director were those who had been involved in the summer 1972 component of the Title III project which took the form of an Institute at Columbia University. The students spoke with enthusiasm of the experiences they shared with their teachers and felt they understood teachers better and had increased feelings of mutual acceptance.

SUMMARY

The Haaren High School Professional Services Center (PSC) was conceived as a necessary support system in the reorganization of a large high school into a mini-school structure designed to increase the personal quality of school for each student without a change in existing building or staff.

To develop curricula with personal relevance for each student, to learn to incorporate video-tape as a needed, vitalizing instructional device for the student who is not primarily oriented to reading and to learn to use video-tape as a planned teacher self-evaluation device, the staff needed time. The PSC was conceived to enable teachers to develop curriculum, establish and maintain a resource file, and utilize audio-visual resources in vitalizing curriculum, as well as in teacher self-evaluation and training.

The objectives include eventual improvement in student attendance, achievement, participation in all school activities and in student-teacher relationships so that more positive attitudes towards learning will result. Student competence in the use of video-tape will be developed to support and enrich curriculum units, student activities and school-community relations.

The evaluation goals are to determine the extent to which the project has been implemented and the reactions of the personnel involved in the project. To reach them, interviews with key personnel and questionnaires were used.

Project funds provided six full teaching positions which permitted the part-time release of 25 teachers for PSC service. A school secretary, an educational technologist and an audio-visual aide and video instructor completed the funded PSC staff.

On-site visits established that the program was implemented.

Interviews with the assistant principals at the school, all of whom had been subject area supervisors, revealed that in the transition from their previous, direct supervisory role to one of administration and consultation they were experiencing operational difficulties, tension and feelings of insecurity. The interrelationship of the PSC, the mini-schools and the assistant principals was of particular concern. They questioned the need for and value of the PSC, the newly evolving curriculum and complained that lines of authority were blurred, causing teachers to be confused. They stated that the subject area resource materials which they sent PSC were not easily available to teachers and that much newly developed curriculum was not put to use. In some instances teacher assignment patterns prevented this and in others the new curriculum was too difficult for the students. Positive aspects were also cited: namely the provision of time for curriculum writing, the professional growth of the teachers involved and the usefulness of video-tape in lesson planning and teacher evaluation, in spite of a need for greater planning and coordination of the video tape component with the needs of the school as seen by its assistant principals. Greater provision for feedback between teacher and curriculum developer was seen as a need.

Twenty one of 48 teachers named by the project coordinator as actively involved with PSC returned questionnaires which were sent them by the evaluator. There was mixed reaction to the helpfulness of the newly developed curricula in meeting the needs of students. Teachers tended to agree that teachers who develop curriculum should have special training and competence in this area, and should be volunteers. Teacher awareness of the availability of newly developed curricula varied with

College Bound English being the best known. Curricula developed for the Careers, ESL and Aviation mini-schools were also comparatively well known. Teachers would like regularly scheduled time for conferences with curriculum developers. An overwhelming majority see the need of a PSC at Haaren High School and of a new and evolving curriculum which would motivate non College-Bound students to mastery in Basic Subjects.

Thirteen of the teachers responding had participated in the video tape self-evaluation program. They agreed that the method enabled teachers to observe students better, that the technical skill of the video-tape operator as well as the sound quality could enhance the value of the technique. Although teachers agreed that the method was helpful, a majority opted for the more traditional classroom observation by a supervisor. There was agreement that teacher self-consciousness diminishes with exposure; however, there was also agreement that "one always worries about the image one is projecting which the camera picks up."

In an interview in the late spring of 1973 the principal of the school indicated awareness of the operational problems of the PSC in its relationships to the mini-schools. Improvements in operation had been initiated, particularly in the areas of selection of PSC participants, communication between the mini-schools and PSC, scheduling of "feedback" conferences and availability of curricula provided by PSC.

RECOMMENDATIONS

It is recommended that the program be continued pending the outcome of an evaluation which incorporates the achievement test results of those students whose teachers are active PSC participants. This phase of evaluation was held in abeyance in 1972-73 as the program had concentrated its efforts in the development of curricula and resources which would enable faculty to teach more effectively.

APPENDIX A

Evaluation of Professional Development Center
Haaren High School
Title III, ESEA Project #SED 1118

PSC Participant Opinionaire

I participated: Summer, 1972____, Fall, 1972____, Spring, 1972____

My role(s) in the program:

_____summer workshops (Columbia)
_____field testing PSC curriculum
_____curriculum workshops
_____video taping other teachers
_____video-taped classroom teaching (my own)

My mini-school is: _____

My major subject area is: _____

SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Circle one:

SD D A SA 1. The PSC curriculum package in my subject area is easy to follow with my students.

SD D A SA 2. The PSC curriculum package in my subject area is a helpful supplement to the curriculum I have developed for my students.

SD D A SA 3. The PSC curriculum package in my subject area is a complete package, which with a few modifications of mine meets the needs of my students.

SD D A SA 4. The PSC curriculum package in my subject area is more suitable for students at Haaren than curriculum packages I have previously seen.

SD D A SA 5. The PSC curriculum package has improved attendance in my classes.

SD D A SA 6. Attendance in my classes is better if I do not use any of the PSC curriculum.

SD D A SA 7. To develop syllabi such as was done under the auspices of the PSC, teachers should have special training specifically in curriculum development.

SD D A SA 8. Under the PSC curriculum package, teachers should be freed from their other assignments on a full-time basis.

Circle one: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

SD D A SA 9. Under the PSC curriculum package, a place should be provided which is completely away from the school building itself.

SD D A SA 10. Teachers who develop curriculum should be selected on the basis of their competence in the area in which they teach.

SD D A SA 11. Teachers who develop curriculum should be selected from among those who volunteer.

SD D A SA 12. Teachers who develop curriculum should be picked on the basis of availability without regard to special qualification so that there is democratic rotation and there is input to syllabi from a variety of teachers.

13. To the best of my knowledge, teachers who developed curriculum for the Haaren PSC curriculum package were largely selected:

SD D A SA a. because of their subject area competence
SD D A SA b. because they were available
SD D A SA c. because they volunteered
d. other
Comment:

14. I am aware that the PSC curriculum materials are available for teacher use in

SD D A SA a. College Bound writing skills
SD D A SA b. Careers Mini-School 'Exploration' of Six Career Areas"
SD D A SA c. Careers Science
SD D A SA d. Careers Math
SD D A SA e. Aviation Related Science
SD D A SA f. Audio-visual shop
SD D A SA g. College Bound Sequential Reading
SD D A SA h. Basic Automotive
SD D A SA i. ESL English
SD D A SA j. Careers English
SD D A SA k. MO - COOP English
SD D A SA l. Senior Science
SD D A SA m. ESL Career Guidance Program
SD D A SA n. MO - COOP Related Tech
SD D A SA o. Shaft Social Studies
SD D A SA p. Aviation Related Tech
SD D A SA q. Careers Social Studies
SD D A SA r. Automotive Social Studies
SD D A SA s. Senior English
SD D A SA t. Senior Social Studies

Circle one: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

SD D A SA 15. There has been feedback to curriculum developers from teachers who used the curriculum in the fall semester, 1972-73. Please indicate the subject areas in which you know feedback has occurred.

_____

_____

_____

SD D A SA 16. School session time can be arranged for feedback from teachers to curriculum developers.

SD D A SA 17. There is a regularized provision for feedback from teachers to curriculum developers.

18. The time provided for this feedback is adequate for curriculum users to

SD D A SA a. confer with each other
SD D A SA b. confer with curriculum developers

19. Space is provided for curriculum users to confer

SD D A SA a. with each other
SD D A SA b. with curriculum developers

20. The curriculum which has been developed has been used by me

SD D A SA a. and I have recommended some modifications
SD D A SA b. these recommendations were regarded seriously
SD D A SA c. the curriculum incorporating modifications is now being tried out by someone else.

SD D A SA 21. The syllabi which have been developed in my subject area(s) are practicable and suitable for the interests of High School students in that they do not consist of material which is redundant of junior high school.

SD D A SA 22. There is an attempt made to correlate the syllabi which PSC is developing with shop courses.

SD D A SA 23. There is sufficient correlation of the PSC syllabi with relevant shop courses.

SD D A SA 24. Familiarity with PERT has been of help to me in discharging my daily duties.

Circle one: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

SD D A SA 25. I rely on PERT heavily.

SD D A SA 26. I find PERT an interference with the discharge of my daily duties.

SD D A SA 27. The PSC gives me as a teacher, a chance to be heard by the school administration.

SD D A SA 28. The PSC makes it easier for Haaren teachers and students to adjust to each other.

SD D A SA 29. Faculty turnover is being lessened by PSC.

SD D A SA 30. Faculty turnover is increasing because of PSC.

SD D A SA 31. A Professional Services Center is needed at Haaren High School.

SD D A SA 32. A new and evolving curriculum is needed at Haaren High School.

SD D A SA 33. Curriculum should be developed by individuals working independently rather than by group process.

Future employability in many areas demands more emphasis upon basic subjects such as algebra and the ability to read a textbook profitably. From this reference point, please consider the following statements:

SD D A SA 34. Curricula still need to be developed which will motivate and enable non-college-bound students to master basic subjects such as mathematics.

SD D A SA 35. Haaren students "give up" because they have trouble even reading textbooks.

SD D A SA 36. There should be programs of interest for students who have not mastered a unit of the curriculum so that they may be "retained" for remediation which uses parallel but alternate material.

SD D A SA 37. Programs which use selected students to tutor other students who need remediation are effective with boys like those who attend Haaren.

Circle one: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

SD D A SA 38. The decision to use PSC developed curriculum has been completely voluntary on the part of each teacher.

I use it and would like scheduled opportunity to discuss it with

SD D A SA 39. Its developer

SD D A SA 40. Other teachers who use it.

SD D A SA 41. Its developers and other teachers who use it in conference

SD D A SA 42. I would use PSC curriculum if I had an opportunity to discuss it fully with its developer(s).

SD D A SA 43. At least 5 periods a term should be allotted for PSC curriculum discussion.

SD D A SA 44. I would like to see the development of a correlated curriculum for example in social studies and English.

SD D A SA 45. PSC curriculum would be improved if teachers could "tell someone" that it is "too hard," "too easy" for students or in some other way does not meet their needs.

SD D A SA 46. The form of PSC curriculum is good and I probably could use it if the content was different.

47. PSC curriculum would be good if

The items which appear below pertain only to the Video Guided Self Analysis and Video Self-Evaluation Components. Replies from non-participants will be extremely helpful as well as those from participants.

_____ I did not participate in these programs.

I would like to participate in the video self evaluation program
_____ in 1973-4
_____ the year after or another year
_____ never

My participation was
_____ entirely voluntary
_____ mostly voluntary
_____ not completely voluntary
_____ coerced

My role was
_____ video taping other teachers
_____ to be video taped in my classroom

Circle one: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Video tape can enable a teacher ..

SD D A SA 48. to see what students are doing when one is actively involved in giving a lesson such as: writing with the left hand but holding his book as though he uses his right.

SD D A SA 49. to see things about students which can escape notice when one is actively involved in giving a lesson such as: writing with the left hand but holding his book as though he uses his right.

SD D A SA 50. The more experience you have with video-tape of your lessons the more it can aid you.

SD D A SA 51-a. The technological skill of the video-tape operator in selecting where to play the camera at different parts of a lesson can make or break the usefulness of the medium for the teacher.

SD D A SA b. For example: The camera should not play at random but should focus on teacher-presentation and then immediately on pupil gestural and oral response.

SD D A SA c. The angle shots are of utmost importance. A great variety is necessary of left, right angles and close-up shots.

SD D A SA d. There can be an emphasis on favorable or unfavorable aspects of the class reaction to the lesson.

SD D A SA e. The sound quality can enhance or impede the usefulness of the video-tape in teacher self-evaluation.

SD D A SA 52. It is not possible to video-tape an ordinary classroom lesson. One must plan and design the lesson with the technicians in terms of the camera just as a script writer plans for the medium.

SD D A SA 53. Knowledge of lesson planning in terms of the video camera will become a "second nature" skill with sufficient experience.

SD D A SA 54. If lesson planning in terms of the video-tape became a skill with experience, the device would be a help to the teacher in reaching students more meaningfully.

SD D A SA 55. As compared with the more traditional classroom observation by a supervisor, video-tape is not as helpful in improving classroom skills.

Circle one: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Video tape.

SD D A SA 56. Changes student behavior more (they are not the same).

SD D A SA 57. Changes the teacher more (the teacher is not the same).

SD D A SA 58. The first time one's lesson is video-taped can be very upsetting.

SD D A SA 59. The self-consciousness of the teacher diminishes with exposure.

SD D A SA 60. One always worries about the image one is projecting which the camera picks up.

APPENDIX B

SA = Strongly Disagree, A = Strongly Agree, D = Disagree, SD = Strongly Disagree , NR = No Response, N = Total

	SA	A	D	SD	NR	N
1. The PSC curriculum package in my subject area is easy to follow with my students.	3	8	3	2	5	21
2. is a helpful supplement to the curriculum I have developed for my students.	4	7	1	2	7	21
3. is a complete package, which with a few modifications of mine meets the needs of my students.	0	8	2	4	7	21
4. is more suitable for students at Haaren than curriculum packages I have previously seen.	4	5	2	1	9	21
The PSC curriculum package has improved attendance in my classes.	0	2	2	4	13	21

FORM NO. 1127 GOLDSMITH BROS., N. Y. 10036 (212) 267-7900

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, NR = No Response, N = Total

	SA	A	D	SD	NR	N
6. Attendance in my classes is better if I do not use any of the PSC curriculum.	1	2	3	2	13	21
7. To develop syllabi such as was done under the auspices of the PSC, teachers should have special training specifically in curriculum development.	8	7	1	1	4	21
8. Under the PSC curriculum package, teachers should be freed from their other assignments on a full-time basis.	5	2	5	2	7	21
9. a place should be provided which is completely away from the school building itself.	3	1	7	4	6	21
10. Teachers who develop curriculum should be selected on the basis of their competence in the area in which they teach.	10	7	1	0	3	21

FORM NO. 1127 GOLDSMITH BROS. N. Y. 10038 (212) 267-7900

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, NR = No Response, N = Total

	SA	A	D	SD	NR	N
11. Teachers who develop curriculum should be selected from among those who volunteer.	2	9	5	3	2	21
12. Teachers who develop curriculum should be picked on the basis of availability without regard to special qualification so that there is democratic rotation and there is input to syllabi from a variety of teachers.	1	3	9	5	3	21
13. teachers who developed the were largely selected:						
a. because of their subject area competence	0	8	2	1	10	21
b. because they were available	2	9	2	0	8	21
c. because they volunteered	2	9	1	0	9	21
d. other	0	1	3	0	17	21
Comment:						
14. I am aware that the PSC curriculum materials are available for teacher use in						
a. College Bound writing skills	5	11	0	0	5	21
b. Careers Mini-School 'Exploration'	3	5	1	0	12	21
of Six Career Areas"	1	7	1	0	12	21
c. Careers Science	2	8	1	0	10	21
d. Careers Math	0	9	1	0	11	21
e. Aviation Related Science	0	7	0	0	14	21
f. Audio-visual shop	1	7	0	1	12	21
g. College Bound Sequential Reading	1	7	0	1	12	21
h. Basic Automotive	0	4	3	0	14	21

FORM NO. 1127 GOLDSMITH BROS. N. Y. 10038 (2112) 267-7900

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, NR = No Response, N = Total

	SA	A	D	SD	NR	N
14. i. ESL English	3	6	0	0	12	21
j. Careers English	0	7	1	0	13	21
k. MD - COOP English	1	5	3	0	12	21
l. Senior Science	0	2	3	0	16	21
m. ESL Career Guidance Program	2	2	2	0	15	21
n. MD - COOP Related Tech	0	3	3	0	15	21
o. Shaft Social Studies	0	5	2	0	14	21
p. Aviation Related Tech	0	6	3	0	12	21
q. Careers Social Studies	2	4	2	0	13	21
r. Automotive Social Studies	0	3	3	0	15	21
s. Senior English	0	4	3	0	14	21
t. Senior Social Studies	0	3	3	0	15	21
15. There has been feedback to curriculum developers from teachers who used the curriculum in the fall semester, 1972-73. Please indicate the subject areas in which you know feedback has occurred.	1	7	2	3	8	21
16. School session time can be arranged for feedback from teachers to curriculum developers.	7	10	2	0	2	21
17. There is a regularized provision for feedback from teachers to curriculum developers.	0	1	8	7	5	21

FORM NO. 1127 GOLDSMITH BROS., N. Y. 10038 (212) 267-7900

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, NR = No Response, N = Total

	SA	A	D	SD	NR	N
18. The time provided for this feedback is adequate for curriculum users to						
a. confer with each other	0	2	5	8	6	21
b. confer with curriculum developers	0	1	5	8	7	21
19. Space is provided for curriculum users to confer						
a. with each other	4	7	3	3	4	21
b. with curriculum developers	3	7	5	2	4	21
20. The curriculum which has been developed has been used by me						
a. and I have recommended some modifications	2	8	3	0	8	21
b. these recommendations were regarded seriously	0	4	2	2	13	21
c. the curriculum incorporating modifications is now being tried out by someone else.	1	1	3	0	16	21
21. The syllabi which have been developed in my subject area(s) are practicable and suitable for the interests of High School students in that they do not consist of material which is redundant of junior high school.	4	5	2	3	7	21

FORM NO. 1127 GOLDSMITH BROS. N. Y. 10038 (212) 267-7900

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, NR = No Response, N = Total

	SA	A	D	SD	NR	N
22. There is an attempt made to correlate the syllabi which PSC is developing with shop courses.	0	5	3	1	12	21
23. There is sufficient correlation of the PSC syllabi with relevant shop courses.	0	3	3	1	14	21
24. Familiarity with PERT has been of help to me in discharging my daily duties.	0	4	2	3	12	21
25. I rely on PERT heavily.	0	3	2	4	12	21
26. I find PERT an interference with the discharge of my daily duties.	2	0	5	1	13	21

FORM NO. 1127 GOLDSMITH BROS. N. Y. 10038 (212) 267-7900

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, NR = No Response, N = Total

	SA	A	D	SD	NR	N
27. The PSC gives me as a teacher, a chance to be heard by the school administration.	1	5	7	4	4	21
28. The PSC makes it easier for Haaren teachers and students to adjust to each other.	0	5	4	4	8	21
29. Faculty turnover is being lessened by PSC.	0	2	7	4	8	21
30. Faculty turnover is increasing because of PSC.	1	1	6	3	10	21
31. A Professional Services Center is needed at Haaren High School.	10	8	0	0	3	21

FORM NO. 1127 GOLDSMITH BROS. N. Y. 10038 (212) 267-7900

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, NR = No Response, N = Total

	SA	A	D	SD	NR	N
32. A new and evolving curriculum is needed at Haaren High School.	9	8	1	0	3	21
33. Curriculum should be developed by individuals working independently rather than by group process.	3	2	9	4	3	21

Future employability in many areas demands more emphasis upon basic subjects such as algebra and the ability to read a textbook profitably. From this reference point, please consider the following statements:

34. Curricula still need to be developed which will motivate and enable non-college-bound students to master basic subjects such as matheratics.	10	9	0	0	2	21
35. Haaren students "give up" because they have trouble even reading textbooks.	8	8	2	0	3	21

FORM NO. 1127 GOLDSMITH BROS. N. Y. 10038 (2112) 267-7900

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, NR = No Response, N = Total

	SA	A	D	SD	NR	N
36. There should be programs of interest for students who have not mastered a unit of the curriculum so that they may be "retained" for remediation which uses parallel but alternate material.	9	8	0	0	4	21
37. Programs which use selected students to tutor other students who need remediation are effective with boys like those who attend Haaren.	3	9	3	1	5	21
38. The decision to use PSC developed curriculum has been completely voluntary on the part of each teacher.	2	8	4	3	4	21
I use it and would like scheduled opportunity to discuss it with 39. Its developer	6	4	0	0	11	21
40. Other teachers who use it.	7	7	0	0	7	21

FORM NO. 1127 GOLDSMITH BROS., N. Y. 10038 (212) 267-7900

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, NR = No Response, N = Total

	SA	A	D	SD	NR	N
41. Its developers and other teachers who use it in conference	6	5	0	0	10	21
42. I would use PSC curriculum if I had an opportunity to discuss it fully with its developer(s).	5	7	0	0	9	21
43. At least 5 periods a term should be allotted for PSC curriculum discussion.	7	9	2	0	3	21
44. I would like to see the development of a correlated curriculum for example in social studies and English.	6	7	0	1	7	21
45. PSC curriculum would be improved if teachers could "tell someone" that it is "too hard," "too easy" for students or in some other way does not meet their needs.	7	8	2	0	4	21

FORM NO. 1127 GOLDSMITH BROS. N. Y. 10038 (212) 447-7900

NP = Did not Participate, P = Was Video-taped in classroom, OP = Video-taped other teachers

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, NR = No Response, N = Total

	SA	A	D	SD	NR	N
46. The form of PSC curriculum is good and I probably could use it if the content was different.	1	5	3	0	12	21
47. PSC curriculum would be good if (see text, p. 19 for write-ins)		6		15		
48. Video tape can enable a teacher to see what students are doing when one is writing on blackboard such as: writing with the left hand but holding his book as though he uses his right.						
NP	0	3	0	0	5	8
P	4	4	3	0	1	12
OP		1				1
49. to see things about students which can escape notice when one is actively involved in writing on the blackboard giving a lesson such as: writing with the left hand but holding his book as though he uses his right.						
NP	0	3	0	0	5	8
P	5	4	1	0	2	12
OP		1				1

FORM NO. 1127 GOLDSMITH BROS. N. Y. 10038 (212) 267-7900

NP = Did Not Participate, P = Was video-taped in classroom, OP = Video-taped other teachers

SA= Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, NR = No Response, N = Total

	SA	A	D	SD	NR	N
50. The more experience you have with video-tape of your lessons the more it can aid you.						
NP	2	0	0	0	6	8
P	6	6	0	0	0	12
OP					1	1
51-a. The technological skill of the video-tape operator in selecting where to play the camera at different parts of a lesson can make or break the usefulness of the medium for the teacher.						
NP	2	2	0	0	4	8
P	4	6	1	0	1	12
OP	1					1
b. For example: The camera should not play at random but should focus on teacher-presentation and then immediately on pupil gestural and oral response.						
NP	2	2	0	0	4	8
P	4	6	1	0	1	12
OP	1					1
c. The angle shots are of utmost importance. A great variety is necessary of left, right angles and close-up shots.						
NP	1	0	0	0	7	8
P	4	5	1	0	2	12
OP	1					1

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SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree, NR = No Response, N = Total

	SA	A	D	SD	NR	N
d. There can be an emphasis on favorable or unfavorable aspects of the class reaction to the lesson.						
NP	1	2	0	0	5	8
P	3	7	0	0	2	12
OP	1					1
e. The sound quality can enhance or impede the usefulness of the video-tape in teacher self-evaluation.						
NP	3	1	0	0	4	8
P	7	4	0	0	1	12
OP	1					
52. It is not possible to video-tape an ordinary classroom lesson. One must plan and design the lesson with the technicians in terms of the camera just as a script writer plans for the medium.						
NP	1	0	1	0	6	8
P	1	3	7	0	1	12
OP		1				1
53. Knowledge of lesson planning in terms of the video camera will become a "second nature" skill with sufficient experience.						
NP	0	0	1	0	7	8
P	3	7	0	0	2	12
OP		1				1

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	SA	A	D	SD	NR	N
54. If lesson planning in terms of the video-tape became a skill with experience, the device would be a help to the teacher in reaching students more meaningfully.						
NP	0	1	0	0	7	8
P	2	5	2	0	3	12
OP		1				1
55. As compared with the more traditional classroom observation by a supervisor, video-tape is not as helpful in improving classroom skills.						
NP	0	1	0	1	6	8
P	2	5	2	0	3	12
OP			1			1
56. Changes student behavior more (they are not the same).						
NP	1	3	0	0	4	8
P	2	7	2	0	1	12
OP			1			1
57. Changes the teacher more (the teacher is not the same).						
NP	2	1	1	0	4	8
P	1	7	3	0	1	12
OP		1				1

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	SA	A	D	SD	NR	N
58. The first time one's lesson is video-taped can be very upsetting.						
NP	1	3	0	0	4	8
P	1	3	7	0	1	12
OP		1				1
59. The self-consciousness of the teacher diminishes with exposure.						
NP	1	1	1	0	5	8
P	2	9	0	0	1	12
OP		1				1
60. One always worries about the image one is projecting which the camera picks up.						
NP	1	1	2	0	4	8
P	1	6	4	0	1	12
OP	1					1

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